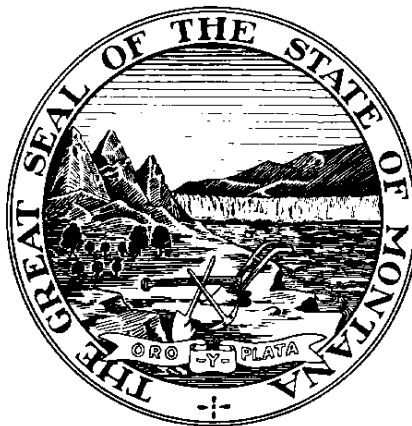


**A GUIDE  
TO  
INTEGRATING  
COMPETENCIES  
INTO  
MONTANA'S  
HUMAN  
RESOURCE  
PROGRAMS**



**STATEWIDE COMPETENCY  
MODEL  
REVISED 2002**



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## INTEGRATING COMPETENCIES INTO MONTANA'S HUMAN RESOURCE PROGRAMS

### A STATEWIDE COMPETENCY MODEL

The State of Montana Competency Guide defines competencies as sets of **measurable** and **observable** knowledge, skills, and behaviors that contribute to success in a job. Competencies predict success and drive organizational and individual performance.

For practical purposes, the statewide competency model forms a competency “dictionary”, which defines different ways that state employees gain success in their jobs. No single employee will display all of the listed behaviors. The generic nature of the competency categories and the supporting behaviors are adaptable to all types of jobs, roles and agencies. This model was built to serve as a basis for other components of an integrated human resource system, such as performance management, training and career development, recruitment and selection, and compensation.

This statewide competency model consists of six competency categories developed for the state's Human Resource Competency Project based on input from state employees. Participants in twenty-eight occupational focus groups provided information about competencies and supporting behaviors that distinguish top performers from others in similar jobs. The model represents a broad range of behaviors and traits that state employees and managers have indicated will predict success for a wide variety of jobs in the state's existing workforce.

Identifying and defining these statewide competencies form an integral part of performance management and provide the basis for an integrated human resource management system. This model does not list the statewide competencies in any order of priority or importance. Each agency may set priorities or weight the competencies at the job or work unit level.

Behavioral indicators listed after each competency contain the information that experts from each agency gave the modeling team during focus group sessions. The behavior lists are a combination of those listed during the focus group sessions conducted during 1997 and those behaviors identified through the focus groups conducted in 2001. This data reflects how top performing state employees display competency in different occupations.

Proficiency levels describe levels of competency required to perform a specific job successfully. They cover a range of proficiency in terms of behavioral indicators. These levels relate to the work performed in a given job, not to the performance of the person in the job. Different jobs require different levels of proficiency for successful performance. Not all jobs will require the highest level of proficiency and some may not require certain competencies at all.

Proficiency levels apply to knowledge as well as behavioral competencies. Whether knowledge or behavioral, more of any competency is not always better. For example, a hydrologist in the Department of Natural Resources may need to have Proficiency Level 5 (Expert) knowledge in the field of hydrology and Proficiency Level 3 (Good) knowledge of state water laws to perform the work. An attorney in the same agency would need Proficiency Level 5 knowledge of state water laws to represent the agency in court and Proficiency Level 2 (Basic) or even Level 1 (Limited) knowledge of hydrology. A hydrologist with Level 5 knowledge of water laws will probably not be any more successful than one with Level 3 knowledge of water laws in that specific job. Neither would higher levels of knowledge of hydrology increase the attorney's ability to argue cases in court. The same reasoning can be applied to behavioral competencies, such as Communication. Some jobs require higher proficiency in oral or written communication than others. Proficiency levels can also predict needed training for staff development, help establish performance management goals and provide valuable background information for organizational planning and change.

The following ideas represent a few of the many ways to use this model. Browsing through the index or reading the definitions may help during menuing sessions to identify competencies critical to success in a job or work unit. When defining performance goals for subordinates, a manager can find ideas for behavioral indicators of "Flexibility/Adaptability," for example, by reading the list under that subcategory. These behaviors are generic and can be used either unchanged or modified to fit specific circumstances or needs. Agencies or managers can customize these behavioral statements to make them specific to work units and occupations, using occupational terminology when applicable. In this way, they become meaningful to employees by providing the information needed to show competency improvement. Recruitment and selection tools need to consider the proficiency levels required of the most important competencies for the vacant job in order to select the candidate most likely to be successful in the position. In the selection process, the interview team can use this model to focus interview questions on selected behaviors and competencies important to the position.

## **STATEWIDE COMPETENCIES**

### **COMMITMENT (CMT)**

Ability and willingness to align behavior with the needs and goals of the organization and provide a visible role model for others. Holds self accountable for organizational activities, services, decisions, successes and failures. An employee with commitment demonstrates an understanding of the link between his/her own job responsibilities and overall organizational goals and needs and, subsequently, performs the job with broader goals in mind.

### **COMMUNICATION (COM)**

Provides timely and concise information to others verbally, nonverbally and in writing, and helps others communicate effectively. An employee with strong communication skills ensures that communication occurs at all organizational levels, between all appropriate people and encourages open expression of ideas and opinions. They listen effectively, transmit information accurately, understandably and appropriately and actively seek constructive feedback.

### **INITIATIVE AND ACCOUNTABILITY (INA)**

Focuses efforts and energy on successfully attaining organizational goals and objectives. This includes making difficult decisions and persisting even when confronted by obstacles or adversity and may involve questioning status quo assumptions. These employees assume accountability for decisions, actions, and results, follow through on issues to completion, point out problems and ask questions others may have overlooked or been reluctant to acknowledge. Requires an understanding of organizational relationships, identification of decision-makers, and the relationship of positions within the agency.

### **INFLUENCE (INF)**

Transforms thought into productive action. Creates successful outcomes by sharing knowledge and information within the work unit and across organizational lines. This includes mentoring others, building relationships key to success by establishing trust, credibility and rapport with key players and customers. These employees use awareness of the organization (i.e. structure, centers of authority, decision-making roles) and knowledge of the different roles and power positions within the organization to positively affect results. *(This competency is closely tied to global or organizational effectiveness rather than one-on-one, personal contacts and business relationships as described under PERSONAL EFFECTIVENESS.)*

## **PERSONAL EFFECTIVENESS (PEF)**

Puts customers and co-workers at ease through awareness of, and consideration for, the opinions and feelings of other people. Senses how others are feeling and sets a positive and stable tone in work relationships. *(This competency category describes qualities generally associated with personal maturity and an employee's inclination to consistently adhere to high levels of ethical behavior. This category is related to INFLUENCE, however, it applies to more personal, one-on-one relationships or contacts, while INFLUENCE is closely tied to global or organizational effectiveness.)*

## **THINKING & PROBLEM-SOLVING (TPS)**

Uses reason and logic to identify and solve problems. These employees use reason, vision, and creativity to reach conclusions and decisions. Understands cause and effect relationships, recognizes similarities and differences in situations, and applies knowledge to help make effective decisions or to come up with new ways to accomplish a task.

## **KNOWLEDGE**

An organized body of information that is possessed by an employee and required in order to perform the designated job. Definition of the specific areas or kinds of knowledge required to perform a given job are maintained in PeopleSoft.

## **SKILL**

An expertise, art, trade, or technique, especially one requiring use of hands or body. Definition of the specific areas or kinds of skill required to perform a given job are maintained in PeopleSoft.



## **COMMITMENT**

Ability and willingness to align behavior with the needs and goals of the organization and provide a visible role model for others. Holds self accountable for organizational activities, services, decisions, successes and failures. An employee with commitment demonstrates an understanding of the link between his/her own job responsibilities and overall organizational goals and needs, and subsequently performs the job with broader goals in mind.

**COMMITMENT** competency categories:

- **LOYALTY AND DEDICATION**
  - **COMMITMENT TO A PROFESSION**
  - **COMMITMENT TO SERVE THE PUBLIC**
  - **RELIABLE AND DEPENDABLE**
- 

### **LOYALTY AND DEDICATION (CMT)**

Adheres to organizational goals and the tasks at hand. Aligns actions and activities with the needs and goals of the organization.

#### Behaviors

- Helps and supports fellow employees in their work to contribute to overall organizational success
- Exhibits long-term commitment to the organization
- Maintains loyalty when agency leadership changes
- Demonstrates dedication to community service
- Is aware of position as it relates to the needs of the state of Montana
- Does not hesitate to do extra work when required and as appropriate
- Exhibits a sense of ownership in a project or the resolution of a problem
- Consistently models the values and vision of the organization
- Demonstrates individual effort in support of organizational mission and goals
- Makes decisions that benefit the organization even if the decisions are unpopular
- Looks for opportunities for improving work methods and outcomes to the overall benefit of the organization
- Aligns own activities and priorities to meet organizational needs
- Actively seeks to identify and remove barriers which block change and impede organizational success
- Expresses pride in the work of the organization
- Understands and believes in the mission of the organization

### *Proficiency Levels*

- 1      Seeks to act as part of the team; gains understanding of how tasks are accomplished in the work area; performs with entry level understanding; respects and accepts management objectives and goals; accepts the organizational vision and mission.
- 2      Positively supports and accepts the goals and objectives of the work area and the agency; helps others accomplish tasks to contribute to the overall success of the organization.
- 3      Supports the organization's mission and goals; makes choices and sets priorities to meet the organizational needs and priorities; cooperates with others to achieve organizational objectives; publicly displays the mission of the organization; maintains loyalty to the organization, even during periods of transition and change.
- 4      Exhibits sense of ownership of projects; consistently puts individual goals and needs secondary to organizational goals and needs; exhibits professional identity and preferences in the community and at work which align with organizational mission and goals; maintains loyalty to the organization through periods of transition and change.
- 5      Participates, supports and assists in the decision process to benefit the organization, even if unpopular or controversial with those affected; balances own work area's short-term goals with the long-term goals of the organization; does not hesitate to provide leadership in order to meet the organizational strategic needs; encourages others to maintain loyalty to the organization through periods of transition and change.

### **COMMITMENT TO A PROFESSION (CMT)**

Maintains a level of knowledge to remain current; desires and actively seeks continuous learning in a profession.

#### Behaviors

- Keeps current professionally and continually strives to improve ability to apply new knowledge
- Demonstrates a desire and willingness to excel, to improve and to be proficient in the position
- Understands the importance of the position
- Actively seeks out learning opportunities in the profession

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Exhibits the willingness to participate in the process of on-going training and professional development; demonstrates an interest in professional development courses, on-the-job training, job-related conferences and training and professional publications.
- 3 Seeks out opportunities and assignments to improve professional skills; analyzes current job performance and demonstrates a desire to increase proficiency; participates in on-the-job training and in professional development opportunities.
- 4 Creatively secures avenues for career planning and development in the profession; consistently and actively participates in continuous learning by volunteering to attend conferences, classes and training seminars; keeps current with developments in the profession; displays an attitude that work in the profession is important.
- 5 Considered an expert in current developments in the profession; active participant in long-term career planning and development in the profession; proactively shares current information about the profession with others; advocate of the profession to others; uses experience and new learning to effectively modify work-related practices and to be more effective.

### **COMMITMENT TO SERVE THE PUBLIC (CMT)**

Performs duties for the benefit of the people of the State of Montana. Avoids taking actions that depart from public duty or violates the public trust.

#### Behaviors

- Makes an individual commitment to be responsive to customer needs
- Anticipates customer needs and develops or provides services to meet those needs
- Has an “accountability” attitude; remains sensitive to the public nature of state funding and exercises individual and professional “ownership” in using all resources in the most efficient manner
- Experiences personal satisfaction in serving the public

### Proficiency Levels

- 1 Exhibits an understanding of the balance between individual goals and needs and the organizational and customer goals and needs.
- 2 Actively strives to serve the public with care and accountability; demonstrates cooperation.

- 3 Consistently anticipates the needs of the organization and customer to ensure that those needs are met; provides services without specific direction.
- 4 Is sensitive to the public nature of state funding and exercises ownership in using all resources in the most efficient manner while providing the services to meet customer needs.
- 5 Carries out the vision and goals of the organization; is relied upon by others as a source for valid information; develops and maintains long lasting working relationships with subordinates, peers, and customers.

## **RELIABLE AND DEPENDABLE (CMT)**

Reliable and dependable in performing job-related tasks.

### Behaviors

- Follows through and meets commitments and agreements in a timely manner
- Relied upon by others as a source for valid information
- Maintains a consistent and predictable schedule
- Comes to work on time
- Demonstrates a good attendance record
- Can be counted on to meet deadlines

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Comes to work on time as scheduled. Responds to work assignments and requests by being cooperative and available; demonstrates a good attendance record; is aware of the impact that missing work will have on the customer as well as co-workers
- 3 Recognizes the relative importance of certain tasks and responsibilities and has the ability to prioritize to ensure that deadlines are met; follows through with commitments .
- 4 Actively demonstrates commitment by maintaining a consistent and predictable work schedule; actively demonstrates dependability and importance of work to customer and peers.
- 5 Is relied upon by others as a source for valid information; develops reliable working rapport with customer and peers; follows through and meets commitments; available as a resource to subordinates and peers.

## **COMMUNICATION**

Provides timely and concise information to others verbally, nonverbally and in writing and helps others communicate effectively. An employee with strong communication skills ensures that communication occurs among all organizational levels, between all appropriate people and encourages open expression of ideas and opinions. They listen effectively, transmit information accurately, understandably and appropriately and actively seek constructive feedback.

**COMMUNICATION** competency categories:

- **CUSTOMER ORIENTATION**
  - **PERSUASION**
  - **SPEAKING EFFECTIVELY**
  - **WRITING EFFECTIVELY**
- 

### **CUSTOMER ORIENTATION (COM)**

Creates an atmosphere in which timely and high quality information flows smoothly between self and customer. Encourages open, honest and constructive expression of ideas and opinions. Demonstrates active listening skills. Uses appropriate body language. Seeks to understand others' viewpoint. Analyzes the customer needs and adjusts to the perspective of the customer, when appropriate.

#### Behaviors

- Actively listens, probes, understands
- Restates or summarizes the message accurately
- Listens without interrupting or judging
- Asks questions or requests more information for further understanding
- Proactively informs and resolves problems/issues with customer
- Views situations from customer perspective to better respond to their needs and concerns
- Responds directly and thoroughly to questions
- Follows up to make sure that customer expectations have been met
- Listens to and demonstrates compassion or sensitivity towards others' viewpoints and opinions
- Addresses misunderstandings and misperceptions directly and clearly
- Aware of and sensitive to subtle cues in relationships and communications (body language, personal agendas) that may differ from the spoken word
- Maintains eye contact appropriate to the situation

- Uses appropriate tone of voice and demonstrates suitable body language
- Is sensitive and uses good judgment in receiving, communicating, and managing confidential information
- Builds rapport, establishes strong, cooperative working relationships and interaction
- Provides support, appreciation and recognition to others
- Creates an atmosphere of trust by interacting openly and directly
- Gives and solicits feedback frequently and consistently
- Strives for a shared understanding of the situation by all of those involved

#### Proficiency Levels

- 1 Interacts with the customer in an open and honest way; seeks understanding of others' viewpoints through active listening.
- 2 Assumes responsibility for an appropriate level of customer service; builds good relationships by encouraging others to express viewpoints; shows respect through active listening.
- 3 Contacts and consults with the customer routinely; shows follow-through; interacts openly and honestly with appropriate feedback; actively listens and evaluates in a non-judgmental manner.
- 4 Proactively seeks consultation with the customer about strategic issues, problems and expectations; actively provides support, recognition and appreciation; establishes, maintains and uses network; willingly shares information as appropriate for the position.
- 5 Anticipates the needs of the customer and proactively communicates information; recognizes and initiates opportunities to meet the customer's needs; is sought as an expert and resource in the area of customer satisfaction; consistently chooses the best method of communicating the message to each customer or audience at an appropriate level of understanding and interest.

#### **CUSTOMER ORIENTATION** competency categories:

- **Listening**
- **Responsiveness, Follow-up**
- **Understanding, Sensitivity, Trust Building**

#### **Listening (COM)**

Gives full attention to and makes a conscious effort to hear other's ideas, concerns, questions and issues with interest, empathy and objectivity. Paraphrases and asks clarifying questions to ensure understanding of the message when required.

#### Behaviors

- Actively listens, probes, understands

- Restates or summarizes the message accurately
- Listens without interrupting or judging
- Uses “listening” body language
- Asks questions or requests more information to further understanding

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.
- 3 Increases listening skills through training and practice; asks clarifying questions for increased understanding.
- 4 Actively listens to others; asks appropriate questions indicating interest in and knowledge of the message; focuses on the speaker without interruption; evaluates verbal statements and nonverbal behavior to gain insight of speaker; responds appropriately to speaker in non-judgmental manner.
- 5 Maintains sensitivity to and accurately assesses underlying causes and/or concerns of speaker(s) through enhanced listening skills; responds in an effective and appropriate manner to speaker(s)’ issues and concerns.

#### **Responsiveness, Follow-up (COM)**

Assumes responsibility for and delivers on commitments to the customer. Initiates contacts to clarify issues or problems in a timely manner. Keeps the customer up-to-date about projects.

#### Behaviors

- Gets the message to the right people
- Develops in-depth understanding of customer needs in order to be more helpful
- Proactively informs and resolves problems/issues with the customer based on interests
- Understands customer perspective to better respond to needs and concerns
- Considers how different audiences, genders and cultures are likely to respond and chooses the best method of communicating the message to each audience
- Responds directly and thoroughly to questions
- Follows through to make sure that customer expectations have been met

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Takes initiative to learn about the customer and business and informs the customer of the status of projects or services; listen to concerns, issues or problems of the customer.

- 3 Maintains appropriate commitments to the customer; builds contacts and assumes responsibility for customer service.
- 4 Contacts and consults with the customer routinely to develop an understanding of customer needs; keeps in touch in order to avoid or solve problems and clarify misunderstandings; shows follow-through on issues presented by the customer.
- 5 Actively contacts and consults with the customer about strategic issues, problems and expectations; assists the customer in identification, process and follow-through.

### **Understanding, Sensitivity, Trust Building (COM)**

Interacts openly and honestly. Encourages others to express viewpoints. Listens and respects different viewpoints. Addresses misunderstandings directly with those involved. Maintains confidences. Demonstrates an awareness of nonverbal as well as verbal communication. Elicits trust from others by showing honesty, reliability and integrity.

#### Behaviors

- Listens to and demonstrates compassion or sensitivity towards others' viewpoints and opinions
- Addresses misunderstandings and misperceptions directly and clearly
- Establishes and builds effective relationships by identifying and understanding needs
- Communicates at others' level of understanding or interest
- Aware of and sensitive to subtle cues in relationships and communications (body language, personal agendas) that may differ from the spoken word
- Maintains eye contact appropriate to the situation
- Uses appropriate tone of voice and demonstrates suitable body language
- Is sensitive and uses good judgment in receiving, communicating, and managing confidential information
- Builds rapport, establishes strong, cooperative working relationships and interaction
- Relates effectively at all levels of the organization
- Provides support, appreciation and recognition to others
- Creates an atmosphere of trust by interacting openly and directly, and encouraging others to express viewpoints
- Gives and solicits feedback frequently and consistently
- Participates fully in meetings by providing honest, well-considered information
- Strives for understanding by speaking frankly and clearly
- Exhibits composure and straightforwardness

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.



- 3 Develops an understanding of and is sensitive to others' viewpoints; interacts openly, honestly and reliably.
- 4 Builds good relationships by encouraging others to express viewpoints; shows respect for others' perspectives through active listening; interacts openly and honestly; gives and solicits constructive feedback; does not hesitate to address misunderstandings and problems directly with those involved while maintaining confidence; willingly shares information; consistently finds ways to obtain others' support.
- 5 Actively provides support, recognition and appreciation while maintaining confidences; encourages open and honest interaction; builds trust and confidence that encourages candor; establishes, maintains and uses networking to bring about change and to benefit the customer; participates fully in meetings and discussions by providing well-considered information presented in an honest and straightforward manner.

## **PERSUASION (COM)**

Negotiates with, convinces, or influences others to take a course of action which might not otherwise be taken in order to achieve a specific result. Uses appropriate interpersonal styles and communication methods to gain acceptance of an idea, plan, activity or product. Brings conflicts and disagreements into the open, when appropriate, and attempts resolution collaboratively through building consensus.

### Behaviors

- Presents compelling arguments to support positions
- Chooses an appropriate approach to gain agreement to an idea or course of action
- Influences directly or collaboratively as the situation requires
- Consistently finds ways to obtain others' support
- Uses information or data effectively
- Persuades others directly or collaboratively to adopt ideas, participate and contribute their efforts
- Works to identify and remove barriers to agreement
- Effectively presents organizational interests
- Effectively manages differences and resolves conflict by confronting problems openly and constructively
- Maintains focus on the issues and results
- Seeks solutions to conflicts that will satisfy the interests of multiple parties
- Keeps an open mind and is willing to alter opinions based on new information/different perspectives
- Demonstrates awareness of the overall relationship between those in conflict
- Keeps conflict situations from escalating by diffusing emotionally charged issues
- Focuses communication on situations not on people

- Demonstrates diplomacy and tact
- Finds value in each perspective; stays neutral
- Ensures that all participants are heard
- Effectively addresses difficult participants

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Chooses an appropriate approach to develop an idea or course of action; facilitates discussion and resolution of an issue.
- 3 Utilizes sound arguments through experience and accurate information to effectively support a position; participates collaboratively in resolving disagreements.
- 4 Presents compelling arguments to support positions; actively builds consensus and chooses best approach to gain agreement; able to move others to meet commitments.
- 5 Influences and convinces others to change opinions or viewpoints on strategic issues and problems; maintains effective working relationships in spite of disagreement or objections.

#### **PERSUASION** competency categories:

- **Influential**
- **Negotiation**
- **Conflict Management**
- **Facilitation**

#### **Influential (COM)**

Identifies and affects the interests of others. Convinces others of the merits of a particular idea, method, or course of action.

#### Behaviors

- Exercises good judgment regarding sensitive issues, verbal and non-verbal cues, etc. when trying to convince others
- Presents compelling arguments to support positions
- Chooses an appropriate approach to gain agreement to an idea or course of action
- Influences directly or collaboratively as the situation requires
- Consistently finds ways to obtain others' support
- Uses information or data effectively to persuade and support
- Gains customer or coworker acceptance of an idea, plan, activity or product

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Actively listens to affect ideas and courses of action; understands the interests of others; develops ability to use information to change opinions.
- 3 Reaches agreement by using flexible tactics recognizing individual and organizational issues; able to convince others to adopt positions by effectively presenting information, understanding others' positions and reactions.
- 4 Anticipates ideas and courses of action by understanding others' positions and reactions; utilizes expertise of others and recognizes when needed; builds behind-the-scenes support for ideas; able to lead or direct the group process.
- 5 Effectively directs and leads others through ideas and courses of action by understanding individual and organizational values; utilizes complex strategies by tailoring to the needs of individual or group situations to reach a goal or solution.

### **Negotiation (COM)**

Anticipates the interests of others. Deals with objections. Influences others. Confers, discusses and bargains to reach agreement.

### Behaviors

- Negotiates agreements that are acceptable to involved parties
- Works to identify and remove barriers to agreement
- Handles large scale negotiations with significant outcomes and that foster long-term relationships
- Asks for others needs and wants and seeks a "win-win" outcome
- Effectively presents the organizational interests

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Recognizes the principal stakeholders and decision-makers; sensitive to the need to bring all stakeholders on board and assure that their views are considered; seeks agreement.
- 3 Anticipates and appeals to the interests of others, especially potential opponents; uses appropriate techniques (i.e. consensus building, collaborative bargaining) to achieve results; achieves agreement; maintains good relationships following negotiations.
- 4 Negotiates regularly with multiple parties who may have different agendas; anticipates barriers to agreement; remains flexible and open-minded; skilled in

use of negotiating techniques; gains agreement by using flexible tactics, recognizing individual and organizational values and issues.

- 5 Conducts most difficult and large-scale negotiations; quickly gains the trust of other parties to the negotiations; demonstrates a good sense of timing; demonstrates leadership in influencing events; respected within the profession.

### **Conflict Management (COM)**

Manages disagreements through open discussion with affected parties; seeks collaborative resolution while keeping the best interests of the organization in mind.

#### Behaviors

- Effectively manages differences and resolves conflict by confronting problems openly, constructively and appropriately
- Maintains focus on the issues and results during times of conflict
- Seeks solutions to conflicts which will satisfy the interests of multiple parties
- Maintains a willingness to alter opinions based on new information and different perspectives
- Demonstrates awareness of the overall relationship between those in conflict
- Keeps conflict situations from escalating by diffusing emotionally charged issues
- Focuses communication on situations rather than on persons involved
- Demonstrates diplomacy and tact

#### Proficiency Levels

- 1 Gains knowledge and actively participates in disagreement resolution in a collaborative manner, keeping the best interests of the organization in mind.
- 2 Takes the initiative in solving or helping to resolve problems when appropriate; maintains focus on issues and results; initiates attempts to resolve issues informally before they become major sources of concern.
- 3 Resolves disagreements collaboratively; anticipates potential problems and recommends preventive action; actively practices a variety of problem-solving techniques.
- 4 Determines origin of conflict, analyzes and proceeds in manageable steps; differentiates causes, symptoms, and perceptions; de-escalates conflict situations; maintains rapport with parties involved; applies negotiating and consensus building skills to arrive at acceptable solution.
- 5 Sought after and respected to resolve conflicts; demonstrates organizational and global awareness of the overall relationship between those in conflict; anticipates and addresses situations or issues with diplomacy, tact, and precision.

## **Facilitation (COM)**

Manages the interaction of people in group settings to achieve a goal.

### Behaviors

- Keeps meetings or other gatherings on track
- Finds value in each perspective; stays neutral
- Diffuses emotionally charged issues to focus on substance
- Ensures that all participants are heard
- Draws out group and helps it address conflicts and differences
- Effectively addresses difficult participants

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.
- 3 Actively manages groups to achieve agreement or resolution of an issue; understands group dynamics and maintains personal distance; maintains a balanced level of participation; keeps group on track.
- 4 Adapts approach for managing groups to varying levels of participant experience and enthusiasm for the subject; controls difficult participants in an effective manner.
- 5 Regularly manages groups dealing with strategic issues and problems; utilizes analysis and dialogue to reach agreement on issues which the group can support as a whole; manages the group to meet objectives and goals and provide long-term benefits to the organization.

## **SPEAKING EFFECTIVELY (COM)**

Expresses and presents thoughts and ideas clearly, succinctly, and in an understandable manner individually and in a group. Adjusts language, delivery or terminology to meet the needs of the audience. This competency includes any type of verbal communication, such as giving presentations, providing training, giving testimony, speaking in person or by telephone.

### Behaviors

- Assesses audience's knowledge of a topic and uses appropriate language and terminology
- Uses creative repetition to get the point across and ensure group understanding
- Presents material, answers questions, etc. in an effective, compelling and concise manner
- Researches the audience in advance to know the needs and interests

- Presents ideas/information, including complex and technical material or ideas, in a logical sequence others can easily follow and understand
- Uses presentation aids (flip charts, overheads) effectively
- Demonstrates effective nonverbal communication; avoids distracting mannerisms
- Observes audience behavior during the presentation and alters delivery, if necessary
- Displays confidence and poise
- Uses humor appropriately
- Maintains eye contact, enunciates properly and projects voice while varying tone or inflection of speech to keep listeners' attention
- Uses active listening skills such as paraphrasing and summarizing
- Listens to the question, anticipates impact of decision before providing an answer or recommendation
- Asks probing questions in order to assess the situation
- Listens to and responds to the ideas of others
- Uses appropriate grammar and syntax when speaking

### Proficiency Levels

- |   |  |
|---|--|
| 1 | This level is not measured for this competency.  |
| 2 | Speaks effectively and in an organized manner in order to communicate messages and ideas.  |
| 3 | Organizes and presents information and ideas in a clear and succinct manner; uses voice in an articulate manner; utilizes proper grammar and syntax; utilizes non-distracting, non-verbal communication.   |
| 4 | “Reads” audience and modifies approach as needed; responds to questions effectively and in a non-threatening manner.   |
| 5 | Regularly speaks to a wide variety of audiences; considered an expert in the area of the subject matter; presents complex and technical material or ideas in a manner others can easily follow and understand; anticipates the impact of the presentation or information on the audience and the organization. |

### **WRITING EFFECTIVELY (COM)**

Expresses and presents information and ideas in writing which is clear, succinct and understandable. Adjusts the language, writing style and terminology used to meet the need and level of understanding of the reader. Utilizes knowledge of the structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar. *(This competency includes any type of formal or informal written communication: i.e. letters, reports, studies, presentations, articles, rules, policies, procedures, manuals.)*

### Behaviors

- Writes clearly, logically and effectively; eliminates unnecessary detail
- Uses correct grammar, spelling and punctuation and reviews work for accuracy
- Uses technical terms and acronyms appropriately
- Incorporates effective visual aids
- Demonstrates a thorough knowledge of the subject matter
- Adjusts the language, writing style and terminology used to meet the need and level of understanding of the reader

### Proficiency Levels

- |   |   |
|---|---|
| 1 | This level is not measured for this competency.   |
| 2 | This level is not measured for this competency.   |
| 3 | Presents information and ideas in writing so others will understand; material reflects an understanding of appropriate grammar and syntax; uses technical terms and acronyms only when appropriate.   |
| 4 | Communicates with an awareness and sensitivity to the reader's level of understanding; utilizes knowledge of the structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar in written material. |
| 5 | Creatively produces a wide variety of written materials, effectively utilizes various styles of writing to communicate successfully to target a variety of audiences.   |

## **INITIATIVE AND ACCOUNTABILITY**

Focuses efforts and energy on successfully attaining organizational goals and objectives. This includes making difficult decisions and persisting even when confronted by obstacles or adversity and may involve questioning status quo assumptions. These employees assume accountability for decisions, actions, and results, follow through on issues to completion, point out problems and ask questions others may have overlooked or been reluctant to acknowledge. Requires an understanding of organizational relationships, identification of decision-makers and the relationship of positions within the agency.

**INITIATIVE AND ACCOUNTABILITY** competency categories:

- **DECISION MAKING**
  - **INITIATIVE**
  - **EFFICIENCY AND FOCUS**
  - **RESPONSIBILITY AND INDEPENDENCE**
  - **ORGANIZATIONAL AWARENESS**
- 

### **DECISION MAKING (INA)**

Independently takes action and responsibility for solving problems. Makes decisions designed to achieve desired outcomes. Challenges the status quo by taking calculated actions in complex, ambiguous, contentious or hazardous situations to force an issue or set a direction.

#### Behaviors

- Solicits input from others and aligns decisions with business needs
- Takes responsibility for decisions made
- Analyzes issues and problems; makes decisions based on situational variables
- Identifies alternatives and thoroughly evaluates expected results, risks, needs, time frames and resources
- Makes timely decisions
- Recognizes when something is not working and switches tactics or directions, stops or moves on
- Examines each issue from multiple angles and seeks practical, workable solutions; does not automatically choose the first solution
- Remains open to changing decisions when new information becomes available
- Reacts quickly to a problem or direction change
- Reorganizes resources when necessary
- Handles day-to-day work challenges effectively



- Even when all information is not readily available, makes decisions when necessary
- Takes risks and makes decisions when appropriate
- Identifies opportunities, assesses the risks and benefits using judgment, and acts on opportunities, even if contrary to past practice or conventional methods
- Operates comfortably with vague objectives
- Frequently makes decisions knowing that full information is lacking

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Identifies opportunities; commits to and makes decisions; acts within appropriate time frames; assesses a problem and makes decisions using the appropriate set of facts.
- 3 Obtains all relevant information from internal and external sources before making a decision and understands the work processes impacted by the decision; assesses the risks and benefits to the organization and moves forward; considers alternatives prior to making a decision; makes sound and timely decisions in the face of uncertainty.
- 4 Makes effective, timely, fact-based decisions on complex issues; reflects on past experience and weighs the pros and cons of alternative courses of action before deciding on what approach to take; advocates new ideas and initiatives; recognizes potential or opportunity that is beneficial to the organization.
- 5 Makes tough decisions based on a realistic and strategic assessment of opportunities and constraints; sets direction for the organization through strategic actions requiring risk-taking and solid decisions; makes decisions in which calculated risk is taken to achieve maximum results and benefit to the organization; aligns decisions with long-term organizational goals.

#### **DECISION MAKING** competency categories:

- **Judgment**
- **Decisiveness**

#### **Judgment (INA)**

Commits to a sensible, logical and effective action after considering alternative actions and their consequences on the resources, constraints, and values of an organization.

#### Behaviors

- Solicits input from others and aligns decisions with business needs
- Investigates issues and problems; makes decisions based on situational variables
- Identifies alternatives and thoroughly evaluates expected results, risks, needs, time frames and resources

- Makes timely decisions that can withstand controversy
- Recognizes when something is not working and switches tactics or directions
- Examines each issue from multiple angles and seeks practical, workable solutions; does not automatically choose the first solution
- Remains open to changing decisions when new information becomes available

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Selects a sensible course of action and takes actions that are beneficial to performing the task at hand; pursues outcomes that satisfy the need, problem or opportunity.
- 3 Considers pros and cons, risks, and short and long-term impacts associated with various courses of action before making a decision; recognizes when something is not working and is able to switch tactics or directions, stop or move on.
- 4 Anticipates the consequences of alternative courses of action and thoroughly evaluates expected results, risks, needs, time frames and resources; examines issues from multiple angles, and develops logical arguments.
- 5 Exercises exceptional judgment in situations of great uncertainty, ambiguity or risk for the whole organization.

#### **Decisiveness (INA)**

Makes decisions that reflect professional conviction and accountability in a timely fashion. Makes valid assumptions when information is unclear or lacking.

#### Behaviors

- Makes firm decisions based on the facts
- Reacts quickly to a problem or direction change
- Reorganizes resources when necessary
- Handles day to day work challenges effectively
- Makes decisions based on available information (versus all information)
- Able to make decisions based on less than complete information
- Takes a definitive course of action based on circumstances
- Takes responsibility for decisions made.

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Makes accurate decisions in a timely manner based on soundness of fact.

- 3 Does not hesitate to make decisions on a variety of issues using the appropriate sets of facts; commits to and acts within deadlines; stands by and defend decisions; acts quickly to take advantage of opportunities.
- 4 Consistently makes sound and timely decisions in the face of uncertainty; effectively assesses options and consequences of actions and makes difficult trade-offs as necessary; solicits information from others; makes decisions that may not be popular; assesses the level of controversy associated with the decision and identifies alternatives; thoroughly evaluates expected results, risks, needs, time frames and resources.
- 5 Makes strategic decisions on complex and controversial issues that require difficult analysis; deals with issues requiring decisiveness which are surrounded by high levels of public scrutiny, politics and pressure; knows when and how to balance common sense with idealism.

## **INITIATIVE (INA)**

Identifies and seizes opportunities; displays an independent, energetic spirit and readiness to undertake or experiment to improve the organization.

### Behaviors

- Recognizes problems and solves them with little assistance
- Looks upon difficult tasks as an opportunity or a challenge
- Seeks involvement in additional activities when achievement of a milestone or goal is reached
- Responds positively to challenges
- Recognizes inefficient or ineffective processes; offers and promotes alternative solutions
- Takes steps toward implementing solutions
- Establishes and achieves deadlines, goals or milestones
- Recognizes what needs doing and does it without being told

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Seeks more effective ways to do the job; develops ways to improve work duties and tasks.
- 3 Actively takes steps to identify solutions to problems before being asked or directed; collects information that might be useful in performing the job.
- 4 Takes persistent, repeated action to overcome obstacles or accomplish a specific objective; recognizes what needs to be done and completes without direction and/or supervision.

- 5 Anticipates and acts quickly to address issues; develops and creates opportunities for the organization by planning ahead and recognizing future needs; seizes opportunities to independently resolve complex problems.

## **EFFICIENCY AND FOCUS (INA)**

Focuses efforts and energy on successfully attaining clear, concrete, accurate, timely and measurable outcomes of importance to the organization. Persistent even when challenged by obstacles or opposition.

### Behaviors

- Handles multiple tasks and projects simultaneously without jeopardizing quality
- Makes appropriate adjustments to meet deadlines and complete tasks
- Adapts time and resources in proportion to the importance of the task
- Reviews work to ensure accuracy, completeness and quality
- Pays attention to the specifics of the situation or issue
- Understands the purpose or goal of the task
- Takes action or responds in a timely and accurate fashion
- Stays aware of objectives and communicates their importance
- Seeks ways of making improvements to processes, methods
- Establishes clear, practical goals which contribute to the agency's or organization's strategic business plan
- Maintains focus on the achievement of established goals or solutions
- Breaks out of usual patterns of behavior when necessary to achieve results
- Tries several alternatives to overcome obstacles
- Handles interruptions effectively to stay on task
- Perseveres after meeting with rejection or resistance
- Maintains focus and effectiveness during rapid change and transition
- Knows when to quit; recognizes when the job is complete
- Identifies and knows where to acquire resources
- Remains current on changes and their applications

### Proficiency Levels

- |   |   |
|---|---|
| 1 | This level is not measured for this competency.   |
| 2 | Uses time effectively and prioritizes tasks; ensures accuracy and clarity of work and makes corrections in a timely manner.   |
| 3 | Routinely supports the importance of accomplishing goals and objectives; handles interruptions and stays on track; does not quit after meeting with rejection or resistance; achieves the standards for excellence and quality of work set by management. |

- 4 Demonstrates patience and waits for a successful outcome even though a quick solution might satisfy short-term needs; creates own measure of standards for excellence and quality of work; makes improvements to processes and methods.
- 5 Has the final authority for the workload and makes appropriate adjustments to maximize productivity to the organization; does not let outside issues or pressures detract from the focus of the organization; engages in continuous improvement of activities in an effort to consistently raise the level of standards for excellence and quality of work above that set by management.

**EFFICIENCY AND FOCUS** competency categories:

- **Prioritizing, Multi-tasking, Balancing Multiple Projects**
- **Quality, Accuracy, Attention to Detail**
- **Results Oriented**

**Prioritizing, Multi-tasking, Balancing Multiple Projects (INA)**

Recognizes or establishes the relative importance of multiple issues, tasks, and opportunities to maximize the productivity of the organization.

Behaviors

- Prioritizes tasks and handles the most urgent ones first
- Uses time wisely
- Handles multiple tasks and projects simultaneously without jeopardizing quality
- Remains aware of workload; makes appropriate adjustments to meet deadlines and complete tasks
- Adapts time and resources in proportion to the importance of the task

Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Demonstrates time organization skills; identifies and prioritizes tasks.
- 3 Works with multiple tasks effectively; remains aware of workload and makes appropriate adjustments to meet deadlines and complete tasks.
- 4 Effectively evaluates the relative importance of multiple issues, tasks, and opportunities; effectively prioritizes job tasks and uses time and resources in proportion to the relative importance of tasks; identifies contingencies and interdependencies based on experience or prior knowledge.
- 5 Acts as final authority in handling multiple interdependent projects and overseeing the balance of long- and short-term plans; determines workload and makes appropriate adjustments to complete tasks and to maximize the

productivity of the organization; predicts potential risks and identifies milestones based on experience and prior knowledge.

### **Quality, Accuracy, Attention to Detail (INA)**

Achieves excellent work results by attending to details. Demonstrates an appropriate level of precision to complete projects successfully and to execute job responsibilities in a timely manner.

#### Behaviors

- Reviews work to ensure accuracy, completeness and quality
- Pays attention to the specifics of the situation or issue at hand
- Understands the purpose or goal and follows-through to completion of the task
- Committed to the “big picture” without getting lost in the details
- Takes action or responds in a timely and accurate fashion
- Follows appropriate procedures without taking shortcuts, when required
- Conscientious; double checks and monitors work; self-evaluates
- Recognizes that the product or job might not be absolutely perfect but knows when it is adequate and when enough time has been spent
- Provides feedback to and accepts feedback from others

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.
- 3 Follows instructions; checks own work for accuracy; self-evaluates.
- 4 Continually checks information for errors and makes corrections; pays attention to the specifics of the project to ensure accuracy, completeness and quality; follows appropriate procedures without taking shortcuts, when required.
- 5 Monitors progress of a project against milestones or deadlines; consistently raises the standard for quality work; anticipates the likelihood of errors and understands the consequences; knows when to leave the project less than perfect without losing quality.

### **Results Oriented (INA)**

Achieves goals and brings projects to completion. Investigates, calculates and proceeds through a project or task to bring about a conclusion. Persists and stays focused when faced with a series of challenging or uncertain situations. Demonstrates a concern for working well or for competing against a standard of excellence.

### Behaviors

- Exhibits a strong drive to achieve and excel
- Demonstrates energy and enthusiasm to bring projects or tasks to completion
- Sets realistic goals with specific objectives
- Consistently completes tasks or projects so that customer expectations and organizational requirements are exceeded
- Maintains focus on the achievement of established goals or solutions
- Breaks out of usual patterns of behavior to achieve results when required
- Investigates and proceeds to a beneficial or tangible conclusion of a project or task
- Tries several alternatives to overcome obstacles
- Plans a strategy and follows through to completion
- Handles interruptions or distractions and stays on task
- Perseveres after meeting with rejection or resistance
- Maintains focus and effectiveness during change or transition
- Knows and understands the agency and organizational standard of excellence
- Identifies and knows where to acquire resources
- Works to achieve goals

### Proficiency Levels

- 1 Understands the importance of goals and tasks within the organization; exhibits a strong drive to achieve and excel; aware of specific objectives and sets realistic goals.
- 2 Establishes clear, practical goals for the job; seeks to eliminate barriers or obstacles to get results; seeks means of making improvements to processes and methods; demonstrates energy and enthusiasm to bring projects or tasks to completion.
- 3 Accomplishes goals and objectives by consistently completing tasks or projects so that customer expectations and organizational requirements are exceeded.
- 4 When appropriate, breaks out of usual patterns of behavior to achieve results; investigates, calculates and proceeds through a project or task to bring about a conclusion; maintains focus and effectiveness during change or transition.
- 5 Relied upon as an expert to bring problematic, complex and/or unfinished projects to completion even in the face of pressures or problems; maintains focus on the achievement of established goals or solutions and moves the team through the project or task to successful completion; creates and implements innovative plans or procedures to attain desired results.

## **RESPONSIBILITY AND INDEPENDENCE (INA)**

Prefers to be proactive; takes calculated risks and makes difficult decisions, despite ambiguity or adversity. Self-governing; not requiring or relying on something or someone else. Considered trustworthy; accountable for own conduct.

### Behaviors

- Takes effective action, when appropriate, without being told
- Identifies current opportunities or problems and acts to achieve results
- Anticipates situations and events by verifying options and developing alternate solutions
- Openly seeks out and listens to new ideas and business opportunities
- Takes risks and acts with a sense of urgency to solve problems
- Steps forward to do what is necessary for job completion
- Reliable and dependable in handling issues or situations before they escalate
- Takes risks and makes decisions
- Identifies opportunities, assesses the risks and benefits using judgment, and acts on opportunities for the organization, even if contrary to past practice or conventional methods
- Makes decisions knowing that full information is lacking
- Takes responsibility for the risks taken
- Accepts responsibility for failures and mistakes as well as accomplishments and successes
- Expresses ideas for continuous improvement and produces work of excellent quality
- Demonstrates a willingness to be judged by the risks that are taken
- Steps in to pick up slack without being asked
- Responds quickly to resolve problems
- Willingly accepts more responsibility or more work
- Handles failures constructively
- Provides others with direct, constructive feedback
- Reassures others after a setback
- Demonstrates self-confidence in own capability to accomplish a task and select an effective approach to a task or problem
- Confronts problems early and determines appropriate actions
- Takes decisive action on critical issues
- Takes a stand on issues that have an impact on the well-being of the agency or organization and takes appropriate action
- Addresses challenges or other issues clearly, appropriately and quickly

### Proficiency Levels

- 1 Stays focused and does not give up easily when things do not go smoothly.
- 2 Recognizes opportunities to address current problems or issues in the workplace; confronts obstacles and problems in a timely manner.



- 3 Responds quickly and decisively to a pressing issue or critical situation; takes responsibility for follow through of commitments; challenges the way things have always been done, despite adversity; accepts responsibility for actions, risks and results.
- 4 Plans ahead in order to meet goals and objectives; does not make assumptions; asks difficult questions and points out problems or issues others may have overlooked or been reluctant to acknowledge; minimizes potential problems by taking extra effort to enhance work products and processes.
- 5 Anticipates and prepares for challenging, critical opportunities or problems that involve substantial risk and are not obvious to others; acts assertively to address issues that could impact the strategic direction of the organization; understands and addresses power relationships in the agency and how they influence attainment of goals and objectives.

**RESPONSIBILITY AND INDEPENDENCE** competency categories:

- **Self-Starter**
- **Personal Accountability and Ownership**
- **Self Confidence, Tough Minded**

**Self-Starter (INA)**

Exhibits initiative and motivation; seeks increased responsibilities. Exhibits energy and foresight in evaluating and responding to challenging situations, problems and opportunities.

Behaviors

- Takes effective and appropriate action without being told
- Creatively considers all options
- Anticipates situations and events by verifying options and developing alternate solutions
- Openly seeks out and listens to new ideas and opportunities
- Willing to take risks in order to solve problems
- Reliable and dependable in handling issues or situations
- Takes initiative to accomplish tasks
- Willingly accepts more responsibility or more work
- Works independently when required

Proficiency Levels

- 1 Aware of job responsibilities and tasks; persistent even when things do not go smoothly; takes steps to overcome obstacles that are present in the work.
- 2 When appropriate, acts upon opportunities that arise; addresses problems within the work unit; mentally oriented to task accomplishment; works independently when required.

- 3 Recognizes opportunities and takes effective action to achieve results without being told; frequently re-examines the status quo and responds to both obstacles and opportunities; willingly accepts more responsibility or more work.
- 4 Anticipates future needs and opportunities both within and outside the organization; takes action to avoid problems or future crises; prepares for future situations or circumstances that are not obvious to others; assumes accountability for job tasks, decisions and results.
- 5 Takes decisive action and leads others; focuses on the strategic direction of the organization and makes sound decisions that balance risk with return or opportunity; takes responsibility for decisions; creatively seeks long-term progress and success for the organization.

### **Personal Accountability and Ownership (INA)**

Takes pride in the job. Actively engages in professional self-development opportunities. Accepts individual responsibility for all actions taken.

#### Behaviors

- Accepts responsibility and understands consequences for failures and mistakes as well as accomplishments and successes
- Expresses ideas for continuous improvement as well as producing work of excellent quality
- Strives for excellence
- Demonstrates a willingness to be judged by the risks that are taken
- Takes pride in the job
- Actively engages in professional self-development opportunities

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Learns from past experiences; remains positive about work; takes pride in job; strives for excellence.
- 3 Accepts responsibility and understands consequences for failures and mistakes as well as accomplishments and successes.
- 4 Openly solicits feedback about own behavior and puts suggestions into action; recognizes ways to improve productivity and customer service; understands how personal actions directly affect the success of the organization; engages in professional self-development opportunities.

- 5 Holds self accountable for and achieves objectives; goes beyond what is expected for the role or job in order to help the organization reach its goals; seeks to have a broad impact on the organization's overall success; expresses ideas for continuous improvement as well as producing work of excellent quality.

### **Self Confidence (INA)**

Believes in own capabilities and convictions. Projects a positive self-image in the workplace. Addresses challenges or other issues clearly and appropriately.

#### Behaviors

- Handles failures constructively
- Provides others with direct, constructive feedback.
- Reassures others after a setback
- Demonstrates confidence in own ability to select an effective approach and accomplish a task or problem
- Anticipates problems and determines appropriate actions
- Challenges others to make tough choices
- Takes a stand on issues that impact the well-being of the organization
- Addresses challenges or other issues clearly and appropriately
- Persistently overcomes obstacles

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Selects an effective approach to a task or problem; works without requiring detailed direction or guidance; handles failures constructively.
- 3 Projects a positive self-image in accomplishing work activities; accepts assignments in a positive manner; demonstrates self-confidence in own judgment and ability to accomplish an objective.
- 4 Addresses challenges or other issues clearly and appropriately; persistently overcomes obstacles; provides others with direct and constructive feedback.
- 5 Challenges others to make tough decisions; displays confidence when meeting resistance; anticipates problems and determines appropriate action; responds confidently and effectively to change and uncertain situations and conditions.

## **ORGANIZATIONAL AWARENESS (INA)**

Aware of and understands the goals, objectives and political structure of the organization. Aware of the impact and implications of decisions and actions throughout the organization. Aware of the influence and impact that others or outcomes may have on the goals or objectives of the organization. Sets realistic goals through a thorough understanding of the formal and informal structures of the organization. Takes into consideration and understands the impact of business decisions and actions on internal and external stakeholders. Strives to meet and improve own performance based on an understanding of the organizational mission statement and goals.

### **Behaviors**

- Aware of and understands the organizational goals and objectives
- Understands the rules, policies, and laws that govern the work
- Understands and respects the balance of authority, as well as the political and power structures
- Identifies key decision makers
- Aware of and understands how own role fits within the organization
- Maintains strong working relationships within the organization
- Aware of the effects or ramifications of actions and errors
- Knows when to get supervisory or managerial approval before proceeding
- Takes into consideration and understands the impact of business decisions and actions on internal and external stakeholders
- Aware of the influence and impact that others or outcomes may have on the goals or objectives of the organization
- Sets realistic goals through a thorough understanding of the formal and informal structures of the organization

### **Proficiency Levels**

- 1      Aware of and understands the goals, objectives and political structure of the organization; aware of and understands how own role fits within the organization.
- 2      Understands the rules, policies, and laws that govern the work; identifies key decision makers; understands and respects the balance of authority, as well as the political and power structures.
- 3      Sets realistic goals through a thorough understanding of the formal and informal structures of the organization; maintains strong working relationships within the organization; strives to meet and improve own performance based on an understanding of the organizational mission statement and goals.
- 4      Takes into consideration and understands the impact of business decisions and actions on internal and external stakeholders; understands organizational culture, climate and political relationships; manages internal and external relationships for the best advantage to the organization.

- 5 Considered an expert at understanding the underlying problems, opportunities and politics affecting the organization in relation to the external environment; aware of the influence and impact that others or outcomes may have on the goals or objectives of the organization; understands and directs underlying and long term issues that affect the organization to develop strategic opportunities; manages and defines the strategies and goals of the agency; shapes the future of agency business to meet organizational mission and goals.

## INFLUENCE

Transforms thought into productive action. Creates successful outcomes by sharing knowledge and information within the work unit and across organizational lines. This includes mentoring others, building relationships key to success by establishing trust, credibility and rapport with key players and customers. These employees use awareness of the organization (i.e. structure, centers of authority, decision-making roles) and knowledge of the different roles and power positions within the organization to positively affect results. (*This competency is closely tied to global or organizational effectiveness rather than one-on-one, personal contacts and business relationships as described under PERSONAL EFFECTIVENESS.*)

**INFLUENCE** competency categories:

- **LEADERSHIP**
  - **RELATIONSHIP BUILDING**
  - **NETWORKING**
- 

### LEADERSHIP (INF)

Shares information, feedback and knowledge (two-way communication) with key persons inside and outside of the organization to ensure successful project outcomes and/or improvement. Includes training, teaching and coaching others. Actively steps into a leadership role.

#### Behaviors

- Communicates work-related knowledge to others
- Proactive in promoting and sharing appropriate information across organizational levels and functional boundaries
- Finds ways to keep others informed
- Shares ideas irrespective of functional or work unit lines
- Stimulates creative ideas in others
- Provides others with direct, constructive and positive feedback
- Exhibits flexibility to get things done; doesn't force "own way" or "one way"
- Coaches, develops and mentors others
- Assists others by sharing insights
- Trains and develops others' career path
- Encourages self-confidence and capability in others
- Shows initiative to pursue assignments to completion

- Sets an example for others by establishing and meeting challenging work goals
- Shows a consistent pattern of being able to recognize the activities needed to accomplish a mission and to initiate action with supervision as required
- Attains key results despite setbacks or distractions
- Reacts positively to problems or challenges as they arise
- Provides vision and direction by managing change, developing, coordinating, and influencing the activity of others
- Inspires confidence with management, associates, peers and subordinates
- Uses a variety of approaches to assist others in performing at consistently higher levels
- Works well under pressure, adapts to change and completes tasks under changing conditions
- Exhibits optimism regarding the likelihood of success and transmits this optimism to others

#### Proficiency Levels

- 1 Gives basic directions and instructions and makes sure group has all necessary supplies and information.
- 2 Monitors the quality of the work of the group and ensures progress and timeliness.
- 3 Sets a good example by communicating, correcting and training; demonstrates commitment to the continued long-term success of the team or group.
- 4 Supports and defends the group and its reputation in the larger organization; removes roadblocks if possible to ensure group achieves its goals; identifies conflict in the team and facilitates a resolution.
- 5 Uses strategies to promote team cooperation and productivity; establishes and communicates a compelling direction or vision that serves to motivate the group to work towards continual achievement of goals. Must have a global perspective of government as an “enterprise”.

#### **LEADERSHIP** competency categories:

- **Shares Information, Feedback and Knowledge (Two-Way Communication)**
- **Trains, Coaches and Teaches Others**
- **Provides Leadership**

#### **Shares Information, Feedback and Knowledge (Two-Way Communication) (INF)**

Shares job-related facts and data with peers and others. Listens and offers support and advice on job-related problems. Improves the effectiveness of work processes by developing the skills of others.

### Behaviors

- Communicates work-related knowledge to others
- Proactive in promoting and sharing information across organizational levels and functional boundaries
- Finds ways to keep others informed
- Shares ideas and best practices
- Acts as a resource to others
- Shares ideas irrespective of functional or work unit lines
- Sees information sharing as an opportunity

### Proficiency Levels

- 1      Seeks to understand facts and data related to his/her position; listens actively and asks questions to clarify information.
- 2      Demonstrates understanding and shares information on job-related data and facts; recognizes job-related problems; listens actively and provides support when necessary.
- 3      Proactively shares job-related data and facts with peers and others; considers and understands the impact that standard job-related information will have on others and situations before relating data.
- 4      Consistently and proactively shares job-related data, facts, ideas and best practices with peers and others outside the work unit; anticipates job-related problems and communicates the information necessary to avoid a negative workplace impact.
- 5      Proficient at communicating job-related data, facts, ideas and best practices to peers and others inside or outside the work unit; trains and coaches others to rectify job-related problems and to improve the effectiveness of work processes by developing the skills of others.

### **Trains, Coaches and Teaches Others (INF)**

Assesses, guides, supports and counsels others for the purpose of helping them refine and acquire new skills.

### Behaviors

- Coaches, develops and mentors others
- Assists others by sharing insights
- Supports others with constructive coaching
- Trains and develops others' career path
- Encourages self-confidence and capability in others
- Stimulates creative ideas in others
- Provides others with direct, constructive and positive feedback



- Provides reassurance after a setback
- Helps others learn and grow
- Exhibits flexibility to get things done; doesn't force "own way" or "one way"

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Seeks others' involvement and input on an issue; listens to others' perceptions, solutions, and concerns. Gives instructions and/or on-the-job demonstrations; explains how to do the task; makes specific helpful suggestions for complicated tasks.
- 3 Focuses energy on the issue rather than on the persons involved; gives specific and constructive feedback; stimulates creative ideas and interest to help others learn; gives support or assistance to others to stimulate interest and to make the job easier; modifies teaching approach to fit learning style of others.
- 4 Supports others with constructive coaching, training and encouragement. Gives positive and constructive feedback to others for growth and learning; coaches, trains and reassures others after a setback.
- 5 Mentors others; develops others' work skills by utilizing constructive coaching; fosters learning and development for others; provides long-term as well as short-term coaching; designs and implements new approaches to teach traditional materials; arranges successful experiences for others to build skill and confidence; takes a flexible approach in letting others do what works best for them.

### **Provides Leadership (INF)**

Provides leadership to others with or without a formal role.

### Behaviors

- Shows initiative to pursue assignments to completion
- Sets an example for others by establishing challenging work goals
- Shows a consistent pattern of being able to recognize the activities needed to accomplish a mission and to initiate action with supervision as required
- Attains key results despite setbacks
- Reacts positively to problems or challenges as they arise
- Provides vision and direction by changing, developing, coordinating, and influencing the activity of others
- Inspires confidence with management, associates, peers and subordinates with a proactive style
- Uses a variety of approaches to assist others in performing at consistently higher levels

- Effectively communicates at all levels of the organization
- Works well under pressure; adapts to change
- Creates an enthusiastic, positive work climate and energizes subordinates by example
- Commands respect
- Exhibits optimism regarding the likelihood of success and transmits this optimism to others
- Sets an example for others by establishing challenging work goals

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.
- 3 Independently takes effective action and pursues assignments with a proactive attitude and style; sets an example for others by reacting positively to challenges.
- 4 Demonstrates a consistent pattern of being able to recognize and initiate activities that need to be done to accomplish an objective; motivates associates and peers; creates a positive work climate; energizes subordinates by example.
- 5 Provides vision and direction by managing change, coordinating and influencing the activity of others; commands respect and inspires others to do their best; effectively communicates at all levels of the organization to build enthusiasm for the opportunities of change.

### **RELATIONSHIP BUILDING (INF)**

Builds short- and long-term relationships with people critical to work and project success. Relationships involve all those encountered at work. Is respected as a valid resource through consistent actions and behaviors. Builds relationships by bringing conflicts and disagreements into the open, as appropriate. Makes appropriate or acceptable compromises in order to meet goals and to gain cooperation from others.

#### Behaviors

- Honors commitments and agreements
- Develops relationships and acts as a trusted advisor
- Treats people fairly, with courtesy and respect
- Earns recognition and respect
- Recognized as being highly credible
- Treats others in a positive and consistent manner

- Brings conflicts and disagreements into the open as appropriate, and attempts to resolve them collaboratively, building consensus, keeping the best interests of the organization in mind, without personal bias
- Demonstrates a willingness to collaborate in order to meet goals or to gain cooperation from others
- Responds to feedback in an open and sensitive manner to ensure trust and credibility

#### Proficiency Levels

- 1 Maintains working relationships for the purpose of achieving work unit needs; is honest; admits mistakes and takes actions to correct mistakes; shares appropriate information with others; is open and straightforward in work relationships; treats others with respect.
- 2 Develops internal working relationships to promote work unit productivity and proficiency; collaborates in order to meet goals or to gain cooperation with others; respected by co-workers and subordinates because words are consistent with actions in achieving organizational objectives.
- 3 Develops on-going internal and external relationships that are important for the continuation of current services and practices; obtains organizational short-term and long-term goals by negotiating with others; develops customer success and growth.
- 4 Develops internal and external professional relationships that benefit the organization; responds to positive and negative feedback in an open and sensitive manner to ensure trust and credibility; recognizes and brings conflicts into the open as needed, for satisfactory and positive resolution.
- 5 Builds and maintains on-going, strategic short- and long-term relationships across organizational boundaries to anticipate and meet future business needs, goals and objectives; highly respected within State government and with other professionals in the field; regarded as a highly credible, trustworthy, discrete and competent individual; sought by others for information, advice and direction; impacts others; sustains relationships even when going through difficult times or when potential conflict may arise.

### **NETWORKING (INF)**

Builds networks of useful relationships necessary to achieve positive results. Knows how internal and external organizations work. Cognizant of different roles and positions of power, and then utilizes this information to influence outcomes. Knows how to work with people and organizations in order to reach successful outcomes.

### Behaviors

- Develops and maintains a network of contacts, both inside and outside the organization, with those who are able to supply information, assistance, or support for work related goals
- Supports and facilitates cooperation between others both within and outside the department
- Develops and maintains networks through personal contacts and informal situations to gain information and support
- Sensitive to the balance of power and authority structures
- Partners with others to win support
- Knows who the decision makers are and the individuals who influence them
- Uses appropriate methods to gain acceptance of ideas or plans

### Proficiency Levels

- 1      Aware of and sensitive to others' role, as well as their own, in the organization; shows respect for and interest in others.
- 2      Initiates contact with the correct people to be successful in completing work projects.
- 3      Actively seeks out most appropriate people and resources to get things done; builds effective relationships with partners/stakeholders; has clear picture of desired outcomes.
- 4      Develops and manages a network of partnerships across organizational boundaries; has an advanced knowledge of business strategies and mutual needs of others.
- 5      Manages collaborative strategic partnerships in order to obtain beneficial outcomes and/or meet the needs of concerned parties in the future; engages and leverages relationships to achieve successful outcomes.

### **NETWORKING** competency categories:

- **Builds Networks Necessary to Achieve Outcomes**
- **Uses the Organization to Its Best Advantage**

### **Builds Networks Necessary to Achieve Outcomes (INF)**

Identifies and cultivates mutually beneficial associations with key stakeholders to accomplish organizational goals and objectives.

### Behaviors

- Develops and maintains a network of contacts, both inside and outside the organization, with those who are able to supply information, assistance, or support for work related goals

- Supports and facilitates cooperation between others both intra- and inter- departmentally
- Builds or maintains relationships with people who are, or might someday be, useful in achieving work related goals
- Develops and maintains networks through personal contacts and informal situations to gain information or support

#### Proficiency Levels

- 1 Builds rapport; learns about partners/stakeholders critical to own role in organization; shows respect for and interest in others.
- 2 Actively seeks out relationship-building opportunities and builds basic relationships with partners/stakeholders that are grounded in trust and mutual respect.
- 3 Develops and manages local network; develops and applies consistent criteria in selecting partners; strives to move others to work toward mutual goals.
- 4 Structures strategic networks to ensure mutual benefit; develops partnerships across organizational boundaries; develops an advanced knowledge of partner's business strategies and needs; proposes and discusses a range of partnering approaches, and facilitates cooperation.
- 5 Manages collaborative partnerships; generates partnering approaches that produce significant strategic advantages to both parties; effectively develops ways to simplify or add value to shared work.

#### **Uses the Organization to Its Best Advantage (INF)**

Aware of and manages organizational relationships to accomplish the organizational mission and goals.

#### Behaviors

- Sensitive to the balance of power and authority structures
- Partners with others to win support
- Knows who the decision-makers are and the individuals that influence them
- Uses appropriate methods to gain acceptance of ideas or plans
- Understands relationships and the power of positions and utilizes this information as appropriate

#### Proficiency Levels

- 1 Understands and works within the organizational hierarchy, chain of command, and standard operating procedure in order to accomplish work tasks.

- 2 Identifies decision makers and influential individuals of the organization; applies knowledge of key individuals and players to get things done.
- 3 Demonstrates an awareness of organizational climate and culture and uses it effectively in order to achieve desired outcomes; wins support from others; partners with others to achieve goals.
- 4 Utilizes ongoing power and political relationships within the organization alliances; aware of rivalries that have an impact on critical projects or goals; anticipates the impact of situations on the agency players.
- 5 Recognizes the ongoing organizational behavior and addresses the underlying strategic problems, opportunities or political forces affecting the agency; gains acceptance on key issues; encourages others to take action when appropriate.

## PERSONAL EFFECTIVENESS

Puts customers and co-workers at ease through awareness of, and consideration for, the opinions and feelings of other people. Senses how others are feeling and sets a positive and stable tone in work relationships. *(This competency category describes qualities generally associated with personal maturity and an employee's inclination to consistently adhere to high levels of ethical behavior. This category is related to INFLUENCE, however, it applies to more personal, one-on-one relationships or contacts, while INFLUENCE is closely tied to global or organizational effectiveness.)*

**PERSONAL EFFECTIVENESS** competency categories:

- **SELF KNOWLEDGE AND PERSONAL AWARENESS**
  - **ETHICS**
  - **INTERPERSONAL UNDERSTANDING**
  - **MATURITY AND EMOTIONAL DISCIPLINE**
  - **FLEXIBILITY AND ADAPTABILITY**
  - **TEAMWORK**
- 

### SELF-KNOWLEDGE AND PERSONAL AWARENESS (PEF)

Identifies own strengths and developmental needs. Improves job performance as well as short- and long-term career growth with continual learning; pursues learning and self-development. Knows own limitations, seeks feedback and modifies own behavior as appropriate.

#### Behaviors

- Identifies own strengths and developmental needs
- Asks questions or asks for help; admits when doesn't understand something
- Actively pursues learning and self development
- Seeks feedback and modifies behavior based on feedback
- Develops personally by accurately assessing personal skill levels, competencies and potential for growth
- Applies new knowledge gained through training
- Effectively balances professional and personal responsibilities
- Recognizes when personal problems affect work and takes appropriate action.

#### Proficiency Levels

- 1 This level is not measured for this competency.

- 2 Recognizes own skill levels, competencies and potential for growth; practices regular self-assessment; seeks developmental training and learning; accepts constructive feedback positively; asks for help when needed; asks questions.
- 3 Reviews experiences and applies lessons learned to new and current activities; seeks feedback from others on performance; demonstrates improvement in competencies and skills targeted for development.; pursues training and self-development; takes action to correct inappropriate behaviors; displays a career/life balance by effectively integrating competing career and family needs.
- 4 Increases job performance and long-term career growth with continual learning; actively participates and takes responsibility for career development; routinely seeks others who can provide information, advice and counsel on increasing current performance levels and/or future career opportunities; creates assignments and tasks that lead to development and expansion of individual capabilities.
- 5 Establishes strategic relationships across the organization to broaden scope of organizational knowledge; increases personal effectiveness through knowledge of the overall operations of the organization.

## **ETHICS (PEF)**

Models high standards of honesty, integrity, trust, and openness. Knows, understands, and follows through with the correct standards of conduct and moral judgment required; is willing to act outside the norm when needed to adhere to ethical principles. Communicates and demonstrates actions in a consistent manner. Respects others, regardless of individual capabilities, agendas, opinions or needs.

### Behaviors

- Consistently models high standards of honesty, integrity, trust, openness, and respect for the individual
- Inspires, motivates and guides others toward goal accomplishment within ethical guidelines
- Takes a stand and resolves important ethical issues
- Keeps promises; actions are consistent with words
- Maintains ethical standards in both internal and external business dealings
- Confronts inappropriate behaviors in others
- Is fair and consistent in rewarding others for a job well done
- Decisively rejects suggestions by others of any action which would compromise ethical standards
- Accepts responsibility
- Builds and maintains a broad reputation for integrity and credibility within a global network



- Applies ethical principles in a way that benefits the agency and the individual even in the face of perceived resistance or established practice
- Demonstrates the virtues of authenticity, integrity, truthfulness and credibility expressed in actions and behavior
- Coaches, mentors, and challenges subordinates about ethical practices
- Supports non-discrimination programs within the organization
- Encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment
- Gains the confidence of employees and customers by respecting the confidentiality and privacy of their concerns and needs
- Displays and insists on honesty in prioritizing and guiding actions and in providing others with accurate and full information to achieve desired results
- Fosters an organizational culture with high ethical standards by appropriate recruitment, training and rewards so employees adhere to shared ethical standards
- Is a role model to others by acknowledging own mistakes, accepting consequences and taking corrective action
- Treats individuals with dignity and respect and avoids all appearances of conflict of interest and favoritism
- Demonstrates respect for all team members, regardless of their individual capabilities, agendas, opinions or needs

#### Proficiency Levels

- |   |   |
|---|---|
| 1 | This level is not measured for this competency.   |
| 2 | This level is not measured for this competency.   |
| 3 | This level is not measured for this competency.   |
| 4 | Displays integrity by holding oneself personally accountable; acts in accordance with standards for ethical judgment consistent with the organization's stated values; accepts responsibility; demonstrates respect for all team members regardless of individual capabilities, agendas, opinions or needs; gains the confidence of employees and customer by respecting the confidentiality and privacy of their concerns and needs. |
| 5 | Consistently models high standards of honesty, integrity, trust, openness, and respect for the individual; encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment; fosters an organizational culture with high ethical standards by appropriate recruitment, training and rewards so employees adhere to shared ethical standards.   |

## INTERPERSONAL UNDERSTANDING (PEF)

Relates to others in an open and accepting manner; friendly and approachable. Adjusts to how individuals and the work unit function and react. Senses how others feel; treats others with respect. Cultivates rapport with all persons encountered at work.

### Behaviors

- Relates to others in an open and accepting manner
- Maintains an understanding of different viewpoints
- Addresses discrimination and other intolerable behavior of others
- Builds cooperative relationships
- Looks at others as "partners" or "team members"
- Treats others with respect
- Demonstrates active listening
- Initiates and develops effective work relationships with others
- Understands what motivates or discourages others
- Recognizes the strengths and limitations of others
- Considers the reasons for others' behavior in order to increase the effectiveness of interactions
- Perceives and understands one's impact on others
- Provides support, appreciation and recognition to others
- Friendly and approachable

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.
- 3 Recognizes the non-verbal cues and body language of others; identifies how an idea is perceived by others and reacts or adjusts to accommodate their needs; relates to others in an open and accepting manner.
- 4 Accurately understands underlying issues or reasons for behaviors and concerns; friendly and approachable; establishes rapport quickly; effective in building cooperative relationships with others.
- 5 Understands complex causes for long-term underlying attitudes, behavior patterns or problems; addresses prejudice and other intolerable behavior of others; builds relationships with individuals based on mutual trust and understanding; provides support, appreciation and recognition to others.

**INTERPERSONAL UNDERSTANDING** competency categories:

- **Nonjudgmental and Tolerant**
- **Rapport**
- **Empathy**

### **Non-judgmental and Tolerant (PEF)**

Appreciates differences in people. Approaches problems and issues from different perspectives. Treats others with fairness, dignity and respect.

#### Behaviors

- Relates to others in an open and accepting manner
- Maintains an understanding of different viewpoints
- Addresses prejudice and other intolerable behavior of others
- Treats others with fairness, dignity and respect.
- Considers the reasons for others' behavior in order to increase the effectiveness of interactions
- Looks at others as "partners" or "team members"

#### Proficiency Levels

- |   |   |
|---|---|
| 1 | This level is not measured for this competency.   |
| 2 | This level is not measured for this competency.   |
| 3 | Appreciates differences in people; treats others with fairness, dignity and respect; maintains an understanding of different viewpoints.  |
| 4 | Relates to others in an open and accepting manner; looks at others as "partners" or "team members"; considers the reasons for others' behaviors in order to increase effectiveness.                                     |
| 5 | Sees differences in people as opportunities for learning and develops strategic relationships with others to gain a broad understanding; addresses prejudice, discrimination and other intolerable behaviors in others. |

### **Rapport (PEF)**

Builds relationships marked by harmony, understanding and respect of others.

#### Behaviors

- Effective in building cooperative relationships with people
- Creates an atmosphere of trust
- Looks at others as "partners" or "team members"
- Demonstrates active listening
- Initiates and develops relationships with others
- Understands what motivates or discourages others
- Friendly and approachable

#### Proficiency Levels

- |   |   |
|---|---|
| 1 | This level is not measured for this competency. |
| 2 | This level is not measured for this competency. |

- 3 Creates an atmosphere of trust; builds cooperative relationships; considers others as part of the team; friendly and approachable.
- 4 Identifies and draws upon common interests to build mutual respect and trust; shows respect and fosters diverse relationships; demonstrates an understanding of what motivates or discourages others.
- 5 Highly effective as an advocate and builder of relationships; fosters mutual trust and harmonious partnerships both inside and outside the organization; utilizes strong relationships to accomplish business goals.

### **Empathy (PEF)**

Takes actions that indicate consideration and understanding of the feelings and needs of others.

#### Behaviors

- Fosters interpersonal relationships by sensing how others are feeling, and their moods and concerns.
- Separates the content of what is being said from the emotion or action
- Insightful and sensitive to the message and perspective of others
- Provides support, appreciation and recognition to others

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.
- 3 Senses and understands the meaning from others expressions; recognizes and appropriately responds to the feelings and concerns expressed by others.
- 4 Consistently shows a sincere interest in others as individuals; recognizes reasons for others behaviors without judging; provides support, appreciation and recognition for others.
- 5 Successfully understands and enhances the self-esteem of others; reinforces and builds the self-esteem of others, especially under conditions of stress and pressure.

### **MATURITY AND EMOTIONAL DISCIPLINE (PEF)**

An individual who handles a wide variety of situations in a sensible, reasonable and professional manner. Maintains composure and displays restraint when faced with

opposition, stress, or hostility from others. Uses experience to demonstrate wisdom, responsibility and reliability in any type of situation.

#### Behaviors

- Works well under pressure or stress; keeps a positive perspective
- Accepts management decisions, even when in disagreement
- Uses constructive and non-constructive feedback positively
- Maintains self-control and objectivity in the face of conflict, opposition, hostility or stress
- Is patient and even-tempered with others
- Handles failures constructively
- Admits when does not understand something and attempts to find answer
- Maintains business-like and positive approach, optimism and motivation

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.
- 3 Admits when does not understand something and attempts to find answer; is patient and even-tempered with others; handles failures constructively.
- 4 Keeps things in perspective; maintains business-like and positive approach; demonstrates optimism and motivation; uses constructive and non-constructive feedback positively.
- 5 Adapts to difficult situations and responds constructively; maintains self-control and objectivity in the face of conflict, opposition, hostility or stress; uses experience to respond to situations or others with wisdom, responsibility and reliability in any type of situation.

### **FLEXIBILITY AND ADAPTABILITY (PEF)**

Accepts change as a healthy and normal part of growth. Receptive to new information and recognizes the validity of various viewpoints; sees situations objectively. Responds positively to changes in direction and priorities, responsibilities or assignments. Adjusts to multiple demands, priorities, ambiguity and change positively. Works effectively within a variety of situations, individuals or groups.

#### Behaviors

- Responds positively to changes in direction, priorities, responsibilities or assignments
- Switches roles or procedures easily to achieve work results
- Breaks out of usual patterns of behavior to achieve results
- Recognizes that workplace change is inevitable; maintains focus and effectiveness during change and transition
- Works effectively within a variety of situations, individuals or groups

- Adjusts to multiple demands, priorities, ambiguity and change positively
- Anticipates and accepts changing roles, directions and work methodologies
- Understands and appreciates different and opposing perspectives
- Maintains effectiveness and focus when dealing with uncertainty, change or transition
- Retains flexibility when faced with change
- Willing to experiment and take risks in trying different approaches
- Accepts changes to the organization or in job requirements
- Receptive to new information and recognizes the validity of various viewpoints
- Sees situations objectively

#### Proficiency Levels

- 1 Reacts to change without disruption to others; routinely exhibits adaptability.
- 2 Switches roles or procedures easily to achieve work results; recognizes that change in the workplace is inevitable; responds positively to changes in direction, priorities, responsibilities or assignments.
- 3 Understands and appreciates different and opposing perspectives; works effectively within a variety of situations, individuals or groups; receptive to new information and recognizes the validity of various viewpoints.
- 4 Maintains effectiveness and focus when dealing with uncertainty, change or transition; willing to experiment and take risks in trying different approaches; breaks out of usual patterns of behavior to achieve results.
- 5 Anticipates and drives organizational change under demanding situations and circumstances; redirects own work and the work of others during periods of shifting and multiple demands and priorities, ambiguity and change; anticipates and accepts changing roles, directions and work methodologies.

### **TEAMWORK (PEF)**

Works cooperatively with others as part of a team as opposed to separately or competitively.

#### Behaviors

- Participates in group discussions and respects the opinions of others
- Identifies and pursues solutions and looks for alternative ways to work with others that will create better results and working relationships
- Is proactive and willing to take a leadership role without being asked
- Works collaboratively with other teams, work units and peers
- Supports the team by assisting all members to contribute to results
- Gives credit and recognition to others
- Shares roles with others on the team; willing to take turns with different jobs, cross train or pick up the slack as needed

- Is aware of co-worker workload
- Develops cooperation and collaborative work efforts toward mutually acceptable solutions
- Understands that all members of a team are necessary in accomplishing the work and encourages without taking over or controlling
- Supports team decisions and outcomes (even in the absence of consensus) through actions and communications
- Works to include the external customer as part of the team, when appropriate

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Participates in group discussions and respects the opinions of others; considers co-worker workload when volunteering or requesting assistance.
- 3 Supports team decisions and outcomes through actions and communications; shares roles with others on the team; gives credit and recognition to others; works collaboratively with other teams, work units and peers.
- 4 Supports team by assisting all members to contribute to results; willingly takes turn with different jobs, cross train or pick up the slack as needed; understands that all members of a team are necessary in accomplishing the work and encourages without taking over or controlling; actively participates in team decisions and outcomes (even in the absence of consensus) through actions and communications.
- 5 Identifies and pursues solutions and looks for alternative ways to work with others that will create better results and working relationships; develops cooperation and collaborative work efforts toward mutually acceptable solutions; serves as a resource to other teams as requested; develops alternatives to improve team interactions; works to include the external customer as part of the team, when appropriate.

#### **TEAMWORK** competency categories:

- **Team Building**
- **Cooperative/Shares workload**

#### **Team Building (PEF)**

Stays focused to achieve results. Actively participates and respects the ideas of others. Looks for alternative ways to work with others that will create better results and working relationships. Motivates team members with diverse goals to collaborate and cooperate to achieve success.

### Behaviors

- Participates in group discussions and respects the ideas of others
- Looks for alternative ways to work with others that will create better results and working relationships
- Willing to take a leadership role without being asked
- Collaborates with other teams or work units and peers to meet customer needs
- Assists members to learn, develop and grow in their ability to contribute to results
- Gives credit and recognition to others who have contributed
- Identifies and pursues solutions in which all parties can benefit
- Supports team decisions and outcomes (even in the absence of consensus) through actions and communications
- Constructively resolves disagreements by negotiating mutually acceptable solutions
- Works to include the external customer and partner as part of the team, when appropriate

### Proficiency Levels

- 1 Demonstrates a basic awareness of team dynamics; participates in group discussions and respects the ideas of others.
- 2 Recognizes capabilities and knowledge of team members; gives credit and recognition to others who have contributed; assists the team by obtaining resources and information required; looks for alternative ways to work with others that will create better results and working relationships.
- 3 Displays leadership by focusing on the desired results and work products; acknowledges and celebrates team efforts and accomplishments.; identifies and pursues solutions in which all parties can benefit; supports team decisions and outcomes through actions and communication.
- 4 Establishes appropriate and productive teams to achieve project and program goals; seeks opportunities to build upon the individual differences among team members; promotes and endorses team decisions to management; builds and promotes a spirit of shared accountability; assists members to learn, develop and grow in their ability to contribute to results of the team; includes the external customer as part of the team, when appropriate; works constructively to reach mutually acceptable solutions.
- 5 Communicates a convincing vision to the team that generates excitement, enthusiasm, and commitment; consistently develops ways to build the strategic value of the team and achieve results that are meaningful; identifies and develops relationships outside the team who can contribute to achievement of the team's objectives; influences others to support long-term objectives and strategies of the team.



### **Cooperative/Shares Workload (PEF)**

Willingly helps and works well with others. Assists in collaborative work efforts toward solutions which benefit the team, group or organization.

#### Behaviors

- Willingly helps and works well with others
- Shares roles with others on team; willing to take turns with different jobs, cross train or assist others as needed
- Aware of and sensitive to co-worker workload and offers assistance when necessary
- Assists and develops collaborative work efforts toward solutions which benefit the team, group or organization
- Understands and respects all members of the team

#### Proficiency Levels

- |   |  |
|---|--|
| 1 | This level is not measured for this competency.  |
| 2 | Actively attempts to complete work that is assigned; pulls own weight so that co-workers are not burdened with extra work.   |
| 3 | Willingly helps and works well with others; aware of and sensitive to the workloads of others and offers assistance when necessary.                                    |
| 4 | Shares roles with others on team; willing to take turns with different jobs, cross train or assist others as needed; understands and respects all members of the team. |
| 5 | Assists and develops collaborative work efforts toward solutions which benefit the team, group or organization.  |

## THINKING & PROBLEM-SOLVING

Uses reason and logic to identify and solve problems. These employees use reasoning, vision, and creativity to reach conclusions and decisions. Understands cause and effect relationships, recognizes similarities and differences in situations, and applies knowledge to help make effective decisions or to come up with new ways to accomplish a task.

**THINKING AND PROBLEM SOLVING** competency categories:

- **ANALYTICAL THINKING**
  - **CREATIVITY AND PROBLEM SOLVING**
- 

### ANALYTICAL THINKING (TPS)

Breaks problems into component parts. Considers and organizes parts in a systematic way. Looks for underlying causes or thinks through the consequences of different courses of action.

#### Behaviors

- Understands, comprehends, and defines issues
- Takes a logical approach to problems, identifies root causes and reasons things through
- Recognizes, appreciates and applies situational subtleties and nuances that are not immediately observable
- Weighs the risks and benefits associated with multiple alternatives
- Possesses accurate assessment skills; determines facts
- Uses logic and reasoning combined with solid, accurate analysis
- Asks appropriate questions and knows when to seek clarification to get necessary information
- Identifies critical information necessary to analyze problems
- Understands what information is needed and where and how to collect it
- Relates information from different sources to analyze and draw logical conclusions
- Reconciles the conflicts between short term requirements and long term objectives
- Maintains an awareness of the interrelationships of project activity, work assignment and resource allocation
- Displays sufficient attention to detail
- Anticipates obstacles realistically
- Prioritizes ideas
- Identifies possible cause-effect information
- Observes conditions and recognizes patterns
- Recognizes symptoms that indicate more significant problems

- Anticipates obstacles, considers the impact/consequence of decisions
- Puts a problem in context, recognizes risks, understands situational variables
- Develops or uses systems to organize and keep track of information
- Evaluates both failure and success to determine how to do better in the future
- Knows how much proof is enough in supporting a theory
- Knows when a job has reached completion; knows when to stop/quit/move on

### Proficiency Levels

- 1 Thinks in an analytical manner involving limited, observable or straightforward variables; identifies appropriate resources for questions or directions; learns from mistakes.
- 2 Organizes work to meet deadlines according to plans, processes and systems in place; recognizes problems and uses common sense to analyze implications and consequences of observable conditions and situations; recognizes the consequences of selecting one choice over another; seeks necessary information.
- 3 Analyzes patterns and connections; sees the implications of decisions in standard or repetitive work; collects sufficient information to discern important from unimportant issues; recognizes, appreciates and applies situational subtleties and nuances that are not immediately observable.
- 4 Independently analyzes multiple and/or more abstract situations; recognizes subtle relationships among data, events and issues; analyzes cause and consequence; advanced understanding of how much proof is enough in supporting a theory; anticipates obstacles, considers the impact/consequence of decisions on the present and future organizational environment.
- 5 Identifies underlying issues and concerns that are strategic, sensitive and/or ambiguous in nature; analyzes multi-faceted, long term and comprehensive problems; develops theories to tie together seemingly unrelated data.

### **ANALYTICAL THINKING** competency categories:

- **Plan, Organize, Gather Information and Conduct Research**
- **Identify Problems**
- **Take a Reasonable, Logical Approach to Solving Problems**
- **Perceptive and Insightful**

### **Plan, Organize, Gather Information and Conduct Research (TPS)**

Defines an end result. Sets or follows a course of action to achieve it. Anticipates potential obstacles and monitors progress. Organizes tasks into component parts in a rational, methodical way. Collects and uses relevant information, data, opinions.

### Behaviors

- Organizes projects into manageable pieces
- Prioritizes ideas using a rational basis
- Anticipates obstacles realistically when planning
- Develops a short and long range plan of action that is comprehensive, creative, realistic and effective in meeting goals
- Reconciles conflicts between short term requirements and long term objectives
- Maintains an awareness of the interrelationships between project, activity, work assignments and resource allocation
- Develops and uses systems to organize and keep track of information
- Displays sufficient attention to detail
- Utilizes technology to fullest potential
- Weighs the risks and benefits associated with multiple alternatives before taking action
- Knows what information is needed and where and how to collect it
- Asks appropriate questions and seeks clarification to get necessary information
- Keeps clear, detailed records of activities related to the accomplishment of stated objectives

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Organizes work to meet deadlines according to plans, processes and systems in place; identifies and recognizes resources and information available and needed to perform the work. Asks questions to get information; is aware of the need for and keeps clear records of activities.
- 3 Prioritizes work and arranges for necessary resources, equipment, space, etc. required to complete the work; collects sufficient information to discern important from unimportant issues; successfully anticipates potential obstacles; sets and meets deadlines; monitors and documents progress.
- 4 Takes large projects and organizes them into more manageable sub-projects; independently balances and coordinates the necessary resources for multiple and/or sensitive, complex or multi-faceted projects; conducts wide-ranging and detailed research; thinks several steps ahead and develops contingency plans; keeps records of key decisions and various stages of progress to coordinate various segments and for future use.
- 5 Develops, monitors and adjusts strategic plans to manage and balance multiple interdependent projects to achieve comprehensive long term goals; manages complex, strategic, significant, multi-faceted, and/or long-term work representing the most significant use of resources; considered an expert at integrating the planning processes of many projects toward achievement of a broad mission.

### **Identify Problems (TPS)**

Assesses situations in a logical and methodical way based on facts. Seeks root causes. Recognizes patterns, connections, themes, and issues. Sees implications and consequences of a situation or information.

#### Behaviors

- Identifies critical information necessary to analyze problems
- Understands, comprehends, and defines situations and/or identifies errors
- Possesses accurate assessment skills; exhibits healthy skepticism; extracts truth from fiction
- Observes conditions and recognizes patterns
- Identifies possible cause and effect information
- Relates information from different sources to analyze and draw logical conclusions

#### Proficiency Levels

- |   |  |
|---|--|
| 1 | This level is not measured for this competency.  |
| 2 | Recognizes that a problem exists; uses common sense to analyze observable conditions and situations; seeks to understand other factors that may aid in problem identification.   |
| 3 | Analyzes patterns, connections, themes, issues; identifies implications and consequences of a situation or information; effectively assesses a situation based on facts; successfully analyzes plus and minus factors in a logical and methodical way; keys in on the information that is critical to analyzing the problem.                 |
| 4 | Independently analyzes complex, challenging, sensitive or multi-faceted situations which require attention or resolution; advanced ability to recognize subtle relationships among data, events and issues; to analyze cause and consequence; searches for root causes; uses current and past experience to separate the truth from fiction. |
| 5 | Synthesizes diverse information; identifies underlying issues and concerns necessary to understand ambiguous situations; constructs theories, concepts and/or approaches to diagnose strategic and long-term situations.   |

### **Take a Reasonable, Logical Approach to Solving Problems (TPS)**

Develops feasible solutions based on logical assumptions and factual observation that reflect consideration for resources, constraints, organizational values and goals.

#### Behaviors

- Thinks clearly using analytical reasoning
- Takes a logical and methodical approach to solving problems
- Identifies root causes

- Uses common sense combined with solid, accurate analysis
- Draws from experience/learns from mistakes
- Uses acquired skills
- Identifies probable explanations or alternatives for a situation
- Appropriately balances needs and desires with available resources and constraints
- Knows how much proof is enough in supporting a theory
- Knows when a job is complete; knows when to stop/quit/move on
- Evaluates both failure and success to determine how to do better in the future

### Proficiency Levels

- 1 Draws accurate conclusions and recommends realistic action in standard or repetitive work; learns from mistakes.
- 2 Thinks clearly using analytical reasoning; uses logic and reason to draw accurate conclusions and recommends realistic action; draws on life experience in resolving problems.
- 3 Recognizes implications and consequences of a situation, draws accurate conclusions, recommends or takes realistic action; searches for ways to pattern solutions on similar circumstances/ situations; coordinates solid, logical and systematic analysis to develop a solution; knows when to stop, quit, or move on.
- 4 Synthesizes diverse and challenging pieces of information and opinion concerning complex, sensitive or multi-faceted situations; logically balances needs and desires with available resources and constraints in solving problems; recommends realistic action; knows how much evidence is enough in supporting a theory; draws upon a broad range of past experiences and education in approaching problems.
- 5 Develops broad strategies to utilize the least amount of operational or human resources necessary to accomplish a mission; is considered an authority at understanding the essence of a service or product; draws upon extensive experience with a broad range of failures, successes, issues, strategies, and operational and human factors in developing solutions to problems.

### **Perceptive and Insightful (TPS)**

Sees relationships, connections, patterns, and trends not obvious to others or in new ways. Gains and uses knowledge, makes inferences, and uses intuition.

### Behaviors

- Puts a problem in context, recognizes risks, understands situational variables
- Observes and perceives surroundings while focusing on resolution of a problem
- Sees patterns or connections between situations not obviously related and identifies key or underlying issues in complex situations
- Recognizes symptoms that indicate more significant problems

- Balances long and short term risks and perceives potential consequences
- Anticipates obstacles or problems, considers the impact or consequence of decisions on present and future organizational environment
- Recognizes, appreciates and applies situational subtleties and nuances that are not immediately observable

#### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Looks for and discerns relationships, patterns, obstacles, and cause and effect.
- 3 Evaluates and processes facts, opinions, and input from others while recognizing different ways of looking at relationships and patterns, symptoms, risks and opportunities in the working environment; observes and perceives what is going on around them as they focus on resolving a problem; uses deductive reasoning.
- 4 Anticipates and takes into account situational subtleties and nuances that are not immediately observable, or sees them in a new way; recognizes signs that indicate more significant problems; weighs and appropriately balances risk and opportunity; develops theories to tie together seemingly unrelated data.
- 5 Considered an expert at balancing long- and short-term risks and perceiving potential strategic consequences; forecasts and anticipates problems; considers the impact and consequences of decisions on the present and future organizational environment; identifies innovative connections between seemingly unrelated data and develops solutions.

### **CREATIVITY AND PROBLEM-SOLVING (TPS)**

Generates ideas, fresh perspectives and original approaches; open-minded. Uses creativity and originality when problem-solving. Goes beyond traditional ways to address issues and problems.

#### Behaviors

- Develops or supports the introduction of new and improved methods, creative alternatives, procedures, business situations, processes or technologies
- Is comfortable with ambiguity; applies unique solutions to problems, challenges, obstacles and opportunities, as appropriate
- Applies new and evolving ideas, methods, designs and technologies
- Questions the established way of doing things
- Moves beyond fact-based logic and experience to develop innovative approaches
- Approaches problems with curiosity and open-mindedness
- Evaluates activities/projects in progress and applies insight to similar situations

- Grasps and sorts implications and concepts quickly
- Avid questioner and listener
- Draws from disciplines beyond own areas of expertise when solving problems and making decisions
- Uses creativity and originality when problem solving
- Finds effective solutions by taking a long-term, broad perspective
- Considers future opportunities or requirements; considers the future impact of current decisions
- Understands implications and actions needed to move the assignment, project, or organization forward
- Maintains the proper perspective between the overall picture and the details
- Looks continuously for new and/or non-traditional ideas, approaches and available resources
- Sees self as a catalyst for change
- Changes traditional patterns of thinking

#### Proficiency Level

- 1 Uses basic experience to solve problems; is open-minded; determines what sources of information are available to expand abilities to do the work and to improve work methods; asks questions.
- 2 Achieves results; resolves problems using ideas and available resources; seeks out ways to expand abilities to do the work and to improve work methods; knows when a problem is solved.
- 3 Resolves problems using a fresh, original or nonstandard approach; generates ideas; willing to consider new ways of thinking and behaving.
- 4 Develops ideas that are unique contributions to work unit services and processes; identifies root causes of problems and thinks of alternative solutions; challenges the status quo by experimenting with new ideas.
- 5 Develops novel or innovative concepts; leads others in a broad range of social, political, organizational and economic issues; takes into consideration broad issues; considers the long-term, big picture when solving problems; resolves complex, strategic, sensitive, multi-faceted or long-range problems and issues; breaks tradition in reforming and reorganizing how services are accomplished. Recognized as a thought leader.

#### **CREATIVITY AND PROBLEM SOLVING** competency categories:

- **Innovative**
- **Inquisitive or Curious**
- **Resourceful and Entrepreneurial**
- **Visionary**
- **Change Agent**



**Innovative (TPS)**

Generates fresh, original or unconventional perspectives and original approaches. Reexamines established ways of doing things.

**Behaviors**

- Thinks of creative alternatives to business as usual
- Develops and supports the introduction of new and improved methods, procedures, processes or technologies
- Comfortable with ambiguity; applies creative concepts and solutions to problems, challenges, obstacles and opportunities
- Creates new concepts that are not obvious to others to explain situations or resolve problems; develops unique solutions
- Applies new and evolving ideas, methods, designs and technologies
- Questions established ways and develops recommendations for ways of doing things
- Generates break-through ideas by brainstorming and building from others' ideas
- Moves beyond fact-based logic and experience to develop innovative approaches

**Proficiency Levels**

- 1 Questions the accepted way of doing things, within the scope of the job.
- 2 Receptive to new ideas; uses alternative methods for getting routine work done when temporary obstacles arise.
- 3 Applies new and evolving ideas, methods, designs and technologies to work; creatively builds off the ideas of others; willing to reexamine the established ways of doing things when they are no longer working effectively.
- 4 Creates concepts that are not obvious to others and not always learned from previous education or experience to explain situations or resolve problems; is sought as a leader for innovation; questions established ways and develops recommendations for ways of doing things when choosing a course of action.
- 5 Creates new strategic models, theories or approaches; moves beyond fact-based logic and experience and develops innovative approaches; develops entrepreneurial ideas that are unique contributions to work unit services and organizational processes; displays a spontaneous and wide-ranging imagination in generating ideas.

**Inquisitive or Curious (TPS)**

Seeks alternative ideas and perspectives in an open-minded manner from traditional and non-traditional sources. Demonstrates the desire to question, investigate and learn.

### Behaviors

- Approaches problems with curiosity and open-mindedness
- Searches for more efficient ways to accomplish tasks
- Seeks out new methods, technology and knowledge
- Finds out about issues, ideas, or knowledge useful to keep up with a changing work place
- Curious about many topics; avid questioner and listener

### Proficiency Levels

- |   |   |
|---|---|
| 1 | This level is not measured for this competency.   |
| 2 | Has an open mind; utilizes basic sources of information available to resolve issues; actively seeks out new sources of information in an attempt to expand abilities to do the work and to improve work methods.  |
| 3 | Finds alternative approaches to work; gathers and incorporates sufficient data to resolve problems; quickly grasps and implements new concepts, methods, processes and technology; takes the initiative to find out about issues, ideas and knowledge useful to keep up with a changing work place; is an avid questioner and listener. |
| 4 | Encourages and pursues new ideas, technologies, perspectives, opinions or approaches; exhibits an inquisitive nature for understanding how things are done, what makes things tick; seeks out diverse ideas and perspectives from a variety of traditional and non-traditional sources.   |
| 5 | Considered an expert at seeking out wide-ranging ideas and perspectives from different sources to help improve strategic position; understands a broad range of social, political, organizational, and economic issues; utilizes all appropriate tools, technology and resources.   |

### **Resourceful and Entrepreneurial (TPS)**

Consistently focuses on end results and finds the most effective way to achieve goals and objectives. Acts on opportunities, even if contrary to conventional wisdom. Takes calculated risks. Generates non-routine, non-traditional actions to overcome obstacles and achieve results.

### Behaviors

- Uses broad experience, prior knowledge to solve problems in a faster, more effective manner
- Draws from disciplines beyond own areas of expertise when solving problems and making decisions

- Resourceful and quick-thinking
- Thinks of methods, supplies, resources that can be used to complete the project or task in an efficient and effective manner

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 Achieves results by seeking out additional knowledge and information that could add to productivity; is resourceful and able to improvise in work tasks.
- 3 Acts quickly and seizes opportunities in ways that others often don't recognize; willing to take risks; draws on a variety of personal, educational and life experiences in order to complete assignments.
- 4 Develops new approaches for situations where standard approaches no longer apply; utilizes resources for a variety of situations; improvises when necessary; optimizes past practice when approaching new situations; draws from disciplines beyond own areas of expertise when solving problems and making decisions.
- 5 Identifies strategic opportunities; acts on opportunities in a timely fashion; recognizes and produces a risk/benefit analysis to achieve a vision, mission or goal; moves beyond conventional wisdom, innovative; devises ways to remove obstacles and achieve results by drawing on an exceptionally broad range of life experiences and disciplines.

### **Visionary (TPS)**

An individual who creates a clear and inspiring broad picture. One who moves, acts, and communicates at the appropriate time. Thinks openly about new possibilities. Keeps a long-term and broad perspective. Displays a spontaneous and wide-ranging imagination. Stays focused on the mission and goals while considering future impact and opportunities.

### Behaviors

- Utilizes creativity and imagination
- Finds effective solutions by taking a broad perspective
- Demonstrates an awareness of the current working environment; stays aware of "big picture" issues and plans ahead, taking these issues into consideration
- Understands implications and actions needed to move the assignment, project, or organization forward
- Focuses on the future and the goals necessary to achieve success
- Applies a broad perspective to problem solving
- Foresees obstacles and opportunities
- Maintains the proper perspective between the overall picture and the details

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.
- 3 Demonstrates an awareness of the current working environment; stays aware of “big picture” issues and plans ahead, taking these issues into consideration; considers future opportunities or requirements; considers the future impact of current decisions; maintains the proper perspective between the big picture and the details.
- 4 Is spontaneous and utilizes imagination and creativity to generate ideas; applies a broad perspective to problem-solving; is resourceful by utilizing creativity and imagination to see the overall work picture; understands the impact of action taken and moves projects forward within organizational guidelines.
- 5 Creates a visionary and inspiring broad picture that takes into account key strategic variables; considered an expert regarding perspectives on the broader issues; implements actions needed to move the assignment, project, or organization forward; consistently demonstrates exceptional understanding of the far reaching effects of a broad range of activities.

### **Change Agent (TPS)**

Engages others in order to develop innovative solutions. Introduces new ways of thinking and behaving. Introduces new tools and technology. Encourages innovation and implements nontraditional ideas. Creates and implements new concepts, models, theories, and relationships to address work in new ways; motivates others to seek best practices.

### Behaviors

- Looks continuously for new and/or non-traditional ideas, approaches and available resources to improve problem solving
- Experiments with ways to incorporate and use new technologies and methods to improve productivity and organizational effectiveness
- Identifies self as a catalyst for change to others
- Changes traditional patterns of thinking
- Promotes responsible change and breaks tradition when needed
- Looks for ways to remove obstacles that inhibit change

### Proficiency Levels

- 1 This level is not measured for this competency.
- 2 This level is not measured for this competency.

- 3 Develops and shares best practices to encourage innovation and improve results; incorporates and uses new technologies and methods to improve productivity and effectiveness; considers new ways of thinking and performing; continually seeks improvement and ways to remove obstacles.
- 4 Promotes and implements comprehensive and responsible change in a variety of areas; coaches others in changing traditional ways of thinking; innovative and explores nontraditional ideas; challenges the standard or traditional way of doing things by experimenting with new ideas.
- 5 Considered a visionary catalyst for change; changes tradition when needed, by reforming and reorganizing how services are accomplished; creates new concepts, models, theories and relationships to align with organizational strategies.